DOCUMENT RESUME

ED 207 599 IR 009 718

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TITLE Instructing the Academic Library User in the United States and Britain: A Review of the Literature and the State-of-the-Art in Oxford.
PUB DATE 81
NOTE 36p.; Paper presented at the Oxford/Oklahoma Seminar (Oxford, England, June 1981).

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Academic Libraries; Audiovisual Aids; Bibliographies; *Educational Media; Higher Education; *Information Seeking; *Instructional Materials; Library Guides; *Library Instruction; Orientation Materials; *Teaching Methods
IDENTIFIERS Great Britain; United States

ABSTRACT

Library use instruction is seen by most librarians in Britain and the United States to be an essential component of an academic library's overall operation, with the expressed or implied aim of enabling students to achieve maximum utilization of library resources and services. Having passed through a long history of cyclical popularity dating back to before the turn of the century, library instruction enjoyed a period of renewed popularity in the early seventies. Presently many writers believe that academic libraries are failing in their function of facilitating access to stored knowledge. The challenge of education library users, however, has generated a multiplicity of instructional approaches in both nations. These approaches include handbooks, leaflets on specific resources, specialized bibliographies, audiovisual presentations, orientation tours, and informal courses; the slide/tape presentation is one of the more popular types of media used. Sixty references are cited. (Author/RAA)

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INSTRUCTING THE ACADEMIC LIBRARY USER IN THE UNITED STATES AND BRITAIN; A REVIEW OF THE LITERATURE AND THE STATE-OF-THE-ART IN OXFORD

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1981 Oxford/Oklahoma Seminar
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IR009718

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A. Instructing the Academic Library User in the United States

"Library-use instruction in academic libraries has a long history and has gone through several cycles of popularity dating back to before the turn of the century."[1] It has been said that if academic libraries are to facilitate access to stored knowledge by users they are fulfilling their function but if not, they are failing.[2] Hammond is one writer who thinks academic libraries have been failing in this function. She suggests that there has been relatively little more than talking and writing about communication with and instructing the library user for

> if we delve a bit deeper and ask any group of people who have completed their higher education if they ever, during their student years, were given anything more than a tour of the library, the answer is in the negative.[3]

1. Early Instruction Efforts

Perhaps the earliest record of any instruction provided for college students was a pamphlet prepared for Cornell University freshmen in 1875.[4] The introduction of reference services in the late 1880s was an early response to the need for communicating with library users.[5] According to Goggin:

> Kenneth Brough traces the interest back to Harvard and discussions there in the 1920s. Others point to the statement by Columbia's president in his annual report of 1883, when he suggested that 'a little systematic instruction would so start our students in the right methods, that for the rest of their lives all their work in libraries would be more expeditiously accomplished'. One may record the start of serious concern with the initiation of the first elective course in bibliography at the University of Michigan in 1882, or with the first planned instruction at Columbia University in 1909 and at Maryland in 1919. Whatever the benchmark,

> the hundreds of articles that have been published describing programs of instruction, problems encountered in attempts to teach students how to use the university library, individual experiences and differing techniques used to accomplish learning, all attest to the intense preoccupation librarians have had with this facet of their responsibilities through the years.[6]

Instruction in the thirties was concerned with knowledge in specific disciplines and manuals were published to meet the needs of college students. Audiovisuals appeared on the scene about this time and a slide series was used at the University of Pennsylvania Library and in several Canadian universities. A list of films published in 1940 included several under the category "Instruction in Use of Libraries."[7]

The programs reported in the forties were directed primarily to orienting students to the library building and to developing skills in the use of the card catalog, periodical indexes, and the more general reference sources. Most programs were presented to freshmen through writing classes because all students were required to enroll in these.

Library instruction in the fifties did not appear to change direction but was still recorded as orientation to the library building and to basic reference tools and generally offered as part of freshman composition courses according to Merritt.[8] Cooper discussed the growing concern for instructing students in the medical sciences.[9] Drastic changes took place on college campuses in the late forties. Veterans increased campus enrollments, educational programs expanded and librarians developed manuals on the use of particular libraries, replacing the general manuals that had been popular just a few years earlier.

The decade of the fifties brought significant changes -- the expanding post-war economy, increasing undergraduate and graduate enrollments, and the push for research. The "older" post-war students were more

accustomed to independent learning and consequently the library became less concerned with library instruction and use and far more concerned with larger buildings, larger collections, the uses of microreproduction, and the implications of the new technology. This does not mean that instruction in library use was dropped, but on some campuses it did change significantly. McComb reported the use of a tour via closed circuit television for a class of over two thousand.[10] The first librarian to be called a "teacher of library instruction" was reported by Melum in 1960;[11] this appeared the beginning of a new phase of library centered and initiated instruction for students. Alston called for a systems approach and recommended the use of slides for orientation and instructional purposes.[12]

The decade of the sixties was one of unrest and revolt among students. The attitudes of these students were to disregard tradition or the "establishment." Educators had to deal with and meet the demands of students who were more knowledgeable in outlook and experiences than the student of the forties, due in large part to the impact of television. Educators responded with more independent study. Core programs were reworked and area and interdisciplinary studies appeared reflecting new interests and demands. Again, librarians began to direct attention to the student and his need to make use of the expanded library resources. A 1965 survey of 157 colleges revealed that about 81 per cent had some type of library-use instruction program.[13] The discussions in the library literature continued to be directed to freshman orientation and efforts were initiated toward more media presentations.

Media instruction and orientation programs began to be used in the decade of the sixties. Hacker and Rutstein expressed the view that the various "media were contemplated as a possible panacea in reaching

large numbers"[14] of students. Snider[15] and Joyce[16] undertook research studies to try to determine if a relationship existed between skill in library use and academic achievement. The most comprehensive review of the history of library instruction relating to all types of libraries from 1876 to 1958 was provided by Bonn in 1960.[17] Knapp[18] completed her research on course related library instruction; research which provided the theoretical base for much of what is done today in course-integrated instruction programs. The library-college idea, first expressed by Shores in the thirties, was explored as redeveloped by Shores. Instruction in library use was becoming a national issue at this juncture. An ALA pre-conference institute was devoted to the topic and an ALA Committee on Instruction in the Use of Libraries was formed. The Council on Library Resources and the National Endowment for the Humanities awarded a number of grants and fellowships to experiment and improve programs for instructing students. The studies of the sixties basically concluded that students should be provided with use instruction but that library instruction was very much an unsettled issue.

2. Current Trends: the Seventies

Because of the dissatisfaction with the methods that had been introduced over the years, it appeared that the seventies would be the decade when librarians would reevaluate methods for the needs of the user. Actually, library use instruction enjoyed a renewed popularity during this decade. The user of the present is accustomed to multimedia communications and therefore the potential of media technology in library instruction is being explored for individual instruction as well as for teaching large groups. The Melum survey of 81 colleges and universities in 1971 substantiated the opinions of many in the field that with larger

and more complex collections, library instruction is needed more than ever before but that it is effective only at the time of need. She also confirmed the use of media in instruction programs.[19]

Eastern Michigan University began sponsoring an annual conference on library orientation for academic libraries in 1971 and the several conferences reflect the changing trends in the seventies. The early conferences dealt with "outreach" as the concept of library orientation -- orientation which was quite informal and unstructured. The trend today is for more structured programs, such as credit courses taught by librarians.

Subject bibliography courses taught by faculty in the various academic departments have been around for a long time according to Dunlap but they were taught without enthusiasm and without instilling in the students any real sense of the importance of the library to meet their needs.[20] Miller contends that the attitude of the faculty is the dominant factor in determining library use.[21] "Although librarians can and do affect a student's knowledge of library use with their initiative and innovative programs, it is the teaching practices at most levels ... that directly affect the student's use or nonuse of the library."[22] Two studies have been conducted which probed the connection between instructor attitudes and student library behavior and instructor influence over library use was certified beyond reasonable doubt.[23, 24]

The continuous and growing interest in library instruction in general has manifested itself in the formation of new national committees within the American Library Association and the Association of College and Research Libraries. Further evidence of the interest in library use instruction has been the establishment and rapid growth of national clearinghouses -- Project LOEX in the United States, its British counterpart called the Library Instruction Materials Bank, and the Data Bank for User

Education Materials in Australia. There has been an increase in the development of state and regional committees and clearinghouses which confirms the library profession's concern with the subject and the acceptance by many librarians of the importance of assisting the user make better use of a library's resources. Galvin noted that in order to achieve the objective of client-centered libraries, the user must be familiar with the whole range of resources which are available.[25] Kirk indicated that at the end of the seventies academic librarianship was on the verge of accepting library instruction as an integral part of the information services.[26]

The challenge of educating library users has generated a multiplicity of instructional approaches. Library handbooks, leaflets on specific library resources, specialized bibliographies and subject guides, such as the M.I.T. Library Pathfinders, are used extensively in the instructional programs of many libraries. Ford cautions that, although printed guides are almost universal in university libraries, too often they resemble textbooks of librarianship.[27] Tours and lectures have a personal element that can seldom be equaled by any mechanical media but the logistical and time problems associated with providing library orientation and instruction to large numbers of students have led to experimentation with audiovisual productions.

3. The Utilization of Audiovisuals

The U.S. military services sponsored and led the way in major instructional media research following World War II. The early research dealt with film while the research from the mid-fifties to the mid-sixties switched to instructional television. Allen reported that the predominent research finding was the overall equal effectiveness of television when compared with face-to-face instruction.[28]

There has been considerable academic library experimentation with television because of the time involved in providing orientation and instruction for large numbers of students. A few universities have prepared videotape programs which have been shown to large groups of students in orientation sessions or through closed circuit into the dormitories. The investigations conducted by Holley and Oram[29] and Moffet[30] concluded that television instruction was a satisfactory but not a superior substitute for the lecture method in teaching library use skills. Hertel reached the same conclusion after conducting a television experiment with 200 freshmen students.[31] The Melum survey of 81 colleges and universities found that only five university libraries were using the television approach while six others had discontinued its use in favor of other media.[32]

Goggin expressed the view that teaching by television was as effective or more effective than the lecture method as long as a librarian was available for discussion sessions. The University of Florida and the University of Illinois reported favorable experiences with television instruction although the programs had to be updated frequently. The expense of production and the need for frequent revision makes this type of program too costly for most libraries;[33] however, Walsh did recommend videotape rather than slides when it is desirable to show motion and dialogue between students and the librarian.[34]

Programmed instruction burst onto the scene in the early sixties and its teaching effectiveness has been quite thoroughly investigated by psychologists and educators. Allen stated that the most important outgrowth of programmed instruction research was the impetus given to the use of media in individualized instruction.[35] The first major study of the application of programmed instruction to teaching library use skills was conducted at Southern Illinois University.

Computer assisted instruction (CAI) differs from manual programmed learning in that the computer's flexible response capabilities make the learning experience exciting. In fact, CAI's technological novelty may be one of the reasons for its success as an instruction tool. Pioneer work in using computer assisted instruction for library use instruction was done by Axeen. She compared the effectiveness of CAI with the lecture method and found no significant differences between the two groups tested although both methods produced gain in library use.[36] Hansen also experimented with computer assisted instruction in library use and found it to be a "quiet, efficient, thorough addition to the staff"[37] and suitable for introducing large numbers of students to basic library knowledge. Goggin reported that CAI offers possibilities for individual instruction in the use of the library in the form of packages on a variety of subjects. The University of Denver began using this approach in 1971 and found it popular with the students.[38] This CAI project proved to be successful both as an instructional technique and as a public relations vehicle.

Wassom compared the effects of multimedia presentations against the traditional lecture type instruction. The only significant finding was that the group receiving the audiovisual instruction was able to retrieve materials more quickly.[39] A number of point-of-use audiovisual programs were developed in the Project Intrex Model Library Program at M.I.T. for orientation and instruction of library users. Stevens and Gardner reported on this modular system of library use instruction which is available to any user at the place of need at any time the library is open. The authors felt the advantages of point-of-use instruction have proven to be worth the time and effort to produce the program.[40] Kuo's study at Portland State University is reported to be the most elabora-

experimental research on instructional strategies. He compared six versions of science library instruction -- conventional lectures, slides, audiotapes, television, overhead transparencies, and self-pacing -- and found that the slide/tape method was more effective than audio instruction, television instruction, and the conventional lecture.[41]

Among the most popular instructional media types used in library instructional programs is the slide/tape presentation according to the Melum[42] and Hardesty[43, 44] surveys. Hardesty conducted two national surveys on the use of slide/tape presentations to obtain information on the growing number of slide/tape presentations developed by academic libraries. Programs of this format, which consist of 35mm slides synchronized with a taped narration, are believed to offer centain advantages over other types of audiovisual formats. The primary advantages focus on lower cost factors when compared with other media, adaptability for individual and group instruction, and ease of use. The Standing Conference on National and University Libraries (SCONUL) in Great Britain chose the slide/tape format to be used in a cooperative project among academic libraries because of the many advantages.[45, 46]

The use of this format has become widely accepted in the United States as well. Hardesty's 1975 survey identified 258 presentations while the 1976 survey identified 373 presentations. Orientation presentations accounted for 125 of the total in the 1976 survey and the remainder were instruction presentations. Hardesty considered those presentations which provided information about the physical location of items, the services and personnel to be primarily for orientation and those that provided instruction on how to use the library (how to use a specific tool such as Readers' Guide or how to search for information relating to a specific

topic or discipline) primarily for instruction.[47]

The major disadvantages noted by the respondents to the 1976 Hardesty survey centered around time, money, and expertise. Earnshaw cited the lack of movement as one potential disadvantage of the slide/tape medium but noted that it is "much less important for library and bibliographical subjects (except guided library tours) than for other topics ... where a sequence of movements must be shown."[48]

The literature suggests that the time of librarians can be saved by the use of some audiovisual format.

> A ... problem is the large number of students compared to the relatively small number of librarians. In 1976, the ratio of academic librarians to students in American colleges was 1:485. However, if Palmer is correct in assuming that only one-third of academic librarians are directly involved in user services, the ratio of librarians to students is closer to 1:1455. This figure may explain the interest in point-of-use instruction (by computers, slide/tape programs, audio cassette self-guided tours, etc.) and programmed instruction.[49]

Slide/tape presentations were cited again and again by respondents to the Hardesty surveys to be one of the easiest and cheapest methods of instructing students, particularly in large numbers.

Hardesty drew the conclusion that

> slide/tape presentations are used widely in academic libraries, but their production is something that should not be entered into lightly. Good presentations take considerable money, time, and expertise. The slide/tape format has several desirable characteristics, but these will not compensate for a poorly developed presentation.[50]

Twyford supported this conclusion when he stated that "on the basis of available research the effectiveness of a particular instructional material is more dependent upon the nature of and quality of the message than upon

the characteristics of the channel of communication."[51]

The problem of library use instruction has been of concern for more than a century in the United States and although a great deal has been written on the topic, experimental research on library instruction is scarce. One interesting fact that has emerged from the research that has been conducted is "that no one means of instruction seems to have any advantage over the other in terms of effectiveness in imparting knowledge."[52]

B. Instructing the Academic Library User in Britain

Cuming wrote in 1926 that an essential part of the education process was to know how to use the library so that self-education would or could continue after the years of formal education. The implication was made that the student was capable of finding materials relevant to his needs. Librarians were not convinced that the assumption was valid. As courses of study became more interdisciplinary, and the student was faced with a wide variety of resources, librarians became convinced that steps should be taken to meet those needs.[53]

1. Early Instruction Efforts

The widespread belief that there was a need to educate students in the use of the library stems, in large part, from 1948 in British college and university libraries. It was the year the Royal Society Conference on Scientific Information emphasized that trained scientists had difficulty using the literature of their particular fields. In the following year, the Library Association recommended steps to be taken to help meet the needs of the various levels of students. The need to instruct students in the use of the library has been confirmed repeatedly in studies which were undertaken.

A number of surveys to determine the extent of library instruction in British college and university libraries have been made. The University and Research Section of the Library Association sent out a questionnaire in 1949 that included a question about instruction in the use of the library. From that survey it was discovered that there were three main methods:[54]

(1) lecture to students
(2) printed handouts
(3) orientation tours

The same question was sent to 35 libraries in 1956 by Havard-Williams to find out what kind of formal or informal instruction was given to all levels from students to faculty. Librarians were asked if the practice had changed in their libraries since 1949. It was found that 94 per cent of the libraries were providing library orientation to freshmen and 21 per cent did report instruction for other levels. Two years later he wrote that the lack of staff and financial resources were hindering the development of library instruction.[55]

Havard-Williams speculated that freshmen students at the smaller institutions have some advantages, that those students soon find their way around a small collection and get to know one or two of the librarians. On the other hand, new students are overawed by the volume of material and number of librarians in a large central library.[56] The larger the new student group, the more difficult it is for the librarians to show the facilities available in the library. Even if tours are given to small groups of about six, it is difficult for all to see what is being demonstrated, for example, the card catalog. Tours of this size are very time consuming and the general tour to a large group is critized as being too abstract.

A survey was made by Whatley in 1961 of the library facilities which were available in colleges of commerce in Scotland. Some information on library instruction was elicited.[57] Bottle surveyed current instruction in the use of chemical literature in 37 universities and 11 colleges of technology, also in 1961. In seven of the institutions the librarians had input but the instruction was provided primarily by chemistry faculty.[58]

Carey sent a questionnaire to 300 college and university librarians over the period 1964 to 1966 to determine what was being done about library instruction at that time. There was a 91 per cent response to this questionnaire. The levels of instruction were grouped into three categories:[59]

(1) Orientation
(2) Systematic study of information services
(3) Courses in finding and using information

It was found that 64 per cent of the sample libraries gave introductory instruction, 21 per cent had systematic study courses, and only .05 per cent had courses in finding and using information. From these results, it can be seen that the emphasis was on library orientation rather than in-depth instruction. The study established that many college and university librarians felt that instruction in the use of the library should be provided. Carey reported that the survey also indicated more attention to the topic should be given in library schools.

The National Lending Library for Science and Technology began seminars in information techniques for graduate students in the natural sciences in the early sixties. These courses were considered very successful and shortly seminars for those in medicine and the social sciences were offered. Courses were also made available for librarians in colleges

and universities so they could organize similar seminars in their own libraries. After the creation of the British Library in the early seventies, it was felt that the courses offered should reflect the broadened scope of the Lending Division (formerly the National Lending Library for Science and Technology). Therefore, in cooperation with the library of York University, courses were offered on the use of the literature of the humanities. "The Lending Division courses have contributed greatly to the development of similar and related courses in academic libraries from the 1960's, an influence that has been widely acknowledged."[60]

2. Current Trends: The Seventies

Nancy Fjallbrant from the Chalmers University of Technology in Gothenburg, Sweden, conducted a new survey of library instruction in British university libraries in 1973 because of the continued interest in teaching library techniques. She wanted to up-date the surveys of the sixties in order to see what developments and changes had occurred.

A questionnaire was sent to 55 university libraries in Britain with a 98 per cent response, or 52 libraries. Fjallbrant found that 90 per cent of the responding libraries indicated they provided orientation programs; 60 per cent gave bibliographic instruction to undergraduates and 87 per cent gave bibliographic instruction to graduates. The results of the survey showed a different emphasis from Carey's 1964/66 survey.

When the methods of teaching groups were compared with earlier surveys, a number of changes were noted. Fifty per cent of the libraries in the 1973 survey showed the use of some type of audiovisual productions, whereas less than one per cent used them in the sixties. Fifteen per cent of Carey's sample had guides to the library and printed handouts but in 1973, 61 per cent reported using printed materials. Sixty-four per cent

gave introductory tours in 1964/66; the percentage had increased to 76 in 1973. For individual instruction, Fjallbrant found that 75 per cent used printed handouts, 61 per cent used bibliographies, and 45 per cent used slide/tape presentations.[61]

When compared with previous surveys, she found there had been a marked increase in courses of instruction at higher levels as compared with the initial orientation tour. The development of courses for graduates was partially attributed to the seminars organized by the British Library Lending Division. There had also been an increase in the use of printed handouts and media productions. She concluded "that the marked increase in library instruction in British university libraries reflects on increased resources - both financial and staff - and that the educational role of the university library is of great importance, if maximum possible use is to be obtained from available library resources."[62]

Stevenson conducted a study and survey of user education programs in 1975 by an initial questionnaire and follow-up interviews. This study was supported by the British Library Research and Development Dept. One hundred twenty-two institutions were approached but data were useful from only 64. According to Stevenson, because of the diversity and approach to educating users and different circumstances, percentage comparisons were seldom made. The emphasis of his report was placed on description of the different situations and programs.[63]

Nine points were covered in the interviews which were conducted in 41 libraries. They were:[64]

(1) the origin of the program
(2) the organization of the program
(3) the aims and objectives of the program
(4) the content of the program of library orientation

(5) when instruction in the use of the literature is given, how is it organized, course content and teaching methods and aids used

(6) the facilities available to the library for instruction

(7) personnel involved in user education

(8) an evaluation of the program

(9) general points such as the limitations perceived and the priority given to user education.

Some of the conclusions reached were:[65]

(1) that there were no easy answers regarding user education

(2) that no common approach could be found because of the variations in institutions, courses, and librarians

(3) that librarians see the faculty as unskilled in the use of the literature

(4) that the initiative for establishing courses came primarily from librarians

(5) that positive aims and objectives had been set for very few courses in library instruction

(6) that orientation courses were regarded as an important part of a user education program

(7) that the greatest impact is on science and engineering students in polytechnics and technological universities

(8) that the more the instruction has a personal element, the more effective it becomes.

In summary Stevenson wrote, "it can be said that the great majority of institutions now offer more than basic orientation, though few systematically cover all departments. The greatest impact is with scientists and engineers at undergraduate rather than postgraduate level. Courses are more prevalent at polytechnics or technological universities. The pattern of courses varies considerably from library to library in content, timing and teaching method."[66]

Under the auspices of a Council on Library Resources Fellowship in 1973-74, Dyson had the opportunity to study and compare the organization of undergraduate library instruction in Britain and America. Questionnaires were mailed to 48 U.S. and Canadian libraries with enrollments of more than 8,000 students and which were believed to have active instructional

programs. Trips were made to ten U.S. libraries in the East and Midwest and a dozen in England. The enrollment was halved for England since institutions of higher education are smaller there.

Dyson found that the way in which a library organizes its library instruction program fell into four basic patterns in both England and America. The first pattern was termed "underground" library instruction because it had little support from the library administration but the public services staff felt it important to the library's operation. In the second pattern, the library administration had given sufficient support to the program and library instruction librarians had been hired to do the teaching. There was little involvement on the part of other library staff in this pattern. The third pattern emerged as broad staff involvement with no library instruction librarian. The actual instruction was handled by subject specialists or reference librarians. The fourth pattern involved library instruction librarians as coordinators with broad staff involvement. The libraries with coordinators seemed to have the most extensive instructional programs.[67] Eighty per cent of the libraries surveyed and visited reported using some audiovisuals as part of their instructional programs.

Four general conclusions were drawn from the questionnaire replies and visits:

1. The library instruction programs that were most effective were those that involved a larger number of librarians - the third and fourth patterns;
2. The most extensive programs were found in libraries that had an instructional specialist coordinator;
3. The success of a program depended on the extent of commitment to it by the library administration;
4. Finally, it can be said unequivocally that library instruction is needed by <u>all</u> undergraduates in <u>all</u> types of

> schools. Such arguments as 'Our students are too bright to need it' or 'Our faculty would never let us into the classroom' are simply bad excuses for inaction. They are refuted by hundreds of librarians, here and abroad, in schools ranging from the most prestigious Ivy League universities to the newest public institutions, who are organizing enthusiastically received programs.[68]

Dyson felt that the commitment to programs of library instruction was more widespread in England than in the U.S., both at the local and national level. U.S. libraries seem to have been more innovative in using audiovisuals and other technological innovations but the results have had less impact than in England where they have been coordinated and evaluated nationally.[69]

It must be noted that an international conference was held at Trinity College Cambridge in the fall of 1979 which dealt with the topic of library user education. Sessions dealt with users and their needs, teaching and learning, and the national situation in Britain and the United States. Discussions centered on how students cope with the transfer from secondary school to college and university and the implications for user education. It was generally agreed that the problem of coping with large numbers of students was a persisting one and the suggestion was made that this would provide a useful area for research.[70]

3. <u>The Utilization of Audiovisuals</u>

It can be seen from the various surveys that the use of audiovisuals had greatly increased in Britain from the sixties to the seventies. This was because audiovisuals had become a feature of university education and libraries were following the trend and utilizing the medium. They were used in an attempt to introduce the growing numbers of new students to library facilities and resources. The presentations were individually

prepared by each library and could be used only in that library. This was a problem that was of serious concern to academic librarians.

The possibility of cooperative production was explored in 1970 to determine if greater benefits could be derived by producing aids that could be used to educate any library user in any library. After a trial period and much discussion, objectives and guidelines were established for production and the scheme was taken over by SCONUL, the Standing Conference of National and University Libraries - a group roughly equivalent to the Association of Research Libraries. SCONUL has been coordinating the production of the guides nation-wide so that duplication of effort would be eliminated. In cooperation with SCONUL, the government's Office for Scientific and Technical Information (OSTI) undertook a number of studies to evaluate the effectiveness of the programs.

The following is a selected list of titles which have been produced:

How to Search British Patents
Guide to the Use of Chemical Abstracts
Guide to the Literature of Medicine
The Literature of Law
How to Use Biological Abstracts

By the mid-seventies, some of the productions were already being used in other countries as well. The programs may be borrowed for evaluation purposes from the British Library Lending Division at Boston Spa. The programs are available for purchase from the libraries that produced them.

Lubans visited eight British university libraries in 1975 and found that few of the programs were being used by the participating SCONUL libraries. Occasionally libraries used the programs they produced for SCONUL. Various reasons were given for non-use - the main reason was

poor technical quality. It was hoped that the major evaluation of the project by the University of Surrey would contribute to a more successful venture. Lubans said "though underused, the project is still remarkable since it represents a unique cooperative venture in bibliographic instruction."[71] Two years later, Stevenson reported "the tape/slide package is the most popular audio-visual aid used to convey the information about the library and the impression that the library is a place where help is available."[72]

It was Daphne Clark's feeling that the trend in the eighties is to get students to do a practical assignment which correlates with their classes. The trend is away from the slide/tape for instruction in library use, however, it is still being used extensively for orientation purposes.[73]

C. Oxford University, Its Libraries and Users

The writer attended the 1981 Oxford/Oklahoma Seminar in order to learn more about libraries and librarianship in Britain, particularly in Oxford. Besides attending the Seminar lectures and visiting selected libraries, a great deal was read about the libraries and the University. The most specific objective was to determine what, if anything, was being done to instruct students in library use. It was discovered that only one of the libraries visited had ever made any attempt to initiate an instruction/orientation program. This portion of the paper gives an overview of the very complex situation in Oxford and some details about six individual libraries gleaned from the literature and the visits.

1. Oxford University

Oxford is the oldest university in England. It "came into existence ... over seven hundred and fifty years ago as a self-governing community ... of masters who lectured to a population of students ... By the middle of the seventeenth century most of the undergraduate colleges established for men had come into being... The colleges originally established for women date from the nineteenth century, and the twentieth century has seen the foundation of two more undergraduate colleges and six colleges for graduate students only ..."[74] The structure of Oxford is complex and decentralized. It includes departments, laboratories, libraries, and museums, which provide the main facilities for research; thirty-five self-governing colleges; and five permanent private halls.

Each college has its own buildings, its own tutors and students, its own rules and regulations which are designed to serve its interest as a separate community. The University's existence is a matter of function rather than of buildings. It provides a general administration, arranges

lectures, laboratory facilities, and examinations for all students regardless of which college they belong to.[75]

Today there are some 12,000 students and 1,500 teachers, a ratio of 1 to 8. About 9,000 of the students are undergraduates and 3,000 graduates; one-third of the graduates are from overseas.

2. Oxford Libraries

Oxford has a massive range of libraries. Almost every society and institution in Oxford has its library, large or small. "Besides those in colleges and halls, there are over a hundred other libraries in Oxford attached to faculties, institutes, departments, and museums of the University."[76] There are some seven and a half million books in the Oxford libraries, four million of which are in the Bodleian system. The Oxford libraries fall into three general categories: the Bodleian system libraries; the University library system which includes those in the various faculties and departments; and the college libraries.

> At the apex comes the Bodleian Library with its various departments. The three central divisions are the Old Library, the New Library, and the Radcliffe Camera. The Old Library consists of Duke Humphrey's Library, where manuscripts and early printed books are read. Selden End, with open-shelf books in local and ecclesiastical history, palaeography, genealogy, and connected topics, and the Upper and Lower Reading Rooms. The Upper Reading Room is devoted to English and Modern History, the Lower Reading Room (which also houses the general catalogues of printed books), to Classics, Theology, Oriental Studies, and Music. With the exception of Duke Humphrey, where undergraduate use is restricted, all these rooms are used by undergraduates, graduate students, and senior members alike.
>
> The New Library houses the bookstack and services associated with it and with other parts of the library...
>
> The Radcliffe Camera houses undergraduate reading rooms primarily devoted to History, English, and Theology...
>
> There are four dependent libraries in the Bodleian complex, the Radcliffe Science Library, the Indian Institute Library, the Library of Rhodes House, and the Law Library... The Radcliffe Science Library and the Law

> Library, in addition to catering extensively for senior members, are also de facto non-lending faculty libraries for undergraduates ...
>
> The principal libraries not belonging to the Bodleian system are those of the Taylor Institution, specializing in modern languages and literatures, and lending books to graduates and undergraduates alike; of the Ashmolean Museum, likewise a lending library; of the Institute of Economics and Statistics; and of the Oriental Institute. Faculty libraries exist for English, Modern History, Modern Languages, Music, Social Studies and Theology. Of the departmental libraries of the University some (most of which are small) cater for the needs of research students and senior members only, while others (many of them large) supply the needs of undergraduates also...
>
> The picture is completed by the college libraries, the best of which are excellent collections. The libraries of undergraduate colleges are accessible normally only to their own members...[77]

The advanced work done in the Bodley is very different in method from the more casual and everyday reading. The rules do not permit general lending and the reader must use its books in one of the many reading rooms in the various library buildings. There are some 150,000 volumes on open shelves in the rooms but the remaining stock is kept in book shelves to which the reader has no access. In order to become a reader the student must present himself and make the declaration required by the University Statutes in the main Bodleian building. Access to the main collection is through the main catalog which consists of two parts - the one contains the names of the authors of all books printed before 1920 and the other for later books. The catalogs of manuscripts are in Duke Humphrey's Library. There is no general subject catalog to the holdings in the Bodleian Library.

The English Faculty Library is unusual among the faculty and departmental libraries of Oxford in so far that research material has been steadily acquired since its foundation in 1914. It provides for the special needs of students of the English language and literature and is mainly a

lending library for undergraduates and research students. English was a comparatively late addition to the Oxford curriculum so the subject is only spasmodically represented in most college libraries. An author card catalog is available for readers as well as a shelf listing in classified order. A leaflet entitled Notes for Readers and Library Regulations is provided to acquaint readers with the library.[78,79]

The History Faculty Library has been in existence since 1908 and was administered as a seminar library until 1925. From 1925 to 1933 it was looked after by the Bodleian; since 1933 it has been administered by the History Faculty. It was not until 1956 that it acquired its own building and a full-time librarian. The collection contains standard works in modern history, reference works and journals to assist the teaching of history and palaeography, together with some books from the seventeenth and eighteenth centuries. It is particularly strong in works on medieval and British history. It provides mainly for the specialized needs of advanced students working in British and European history before 1750. It also has a lending library of textbooks and journals for the use of undergraduates.[80] The only catalog is by author of the work; the classification is unique to this Library. The librarians provide a special service for the readers by photocopying and binding together articles on specialized topics.

The Law Library contains the Bodleian law collections which are housed in a splendid new building. There is one large reading room and readers have access to the books, although none circulate. Some of the older books not in common use have been relegated to a secondary collection which is shelved on the lower floor. Lecture and seminar rooms have been incorporated into the building, so that the whole constitutes a center for

the Law Faculty.[81] This is one library which has both author and subject catalogs. Lectures on how to use the library have been initiated by the public services librarian.

Each college to the best of its ability provides a working library for its own members. Nearly all of the older colleges have substantial collections of books from the fifteenth century onwards, covering the ancient academic curriculum, the Greek and Latin classics, mathematics, law, medicine, and divinity. Most of them have received in the course of five centuries special collections by gift or bequest, some of the highest value and importance. These collections were kept in two distinct categories: a chained library and a collection of books available for loan to members. Chains were not removed until the second half of the eighteenth century.

The second half of the nineteenth century saw two noteworthy developments in Oxford. The first was the gradual growth of library facilities for undergraduates. Until that time only senior members were allowed in most college libraries, although in some, tutors were allowed to borrow books for their pupils' use. The second development was an attempt in the late 1880s to get particular college libraries to specialize in a particular subject, and make those books available to all members of the University. Some did, but college libraries in general, continued to consider that their main function was to supply whatever was needed by members of the college, even if this meant spreading their limited resources thinly over many subjects.[82]

The college libraries form an important element in the University's library system, particularly as lending libraries for college members and as a source of duplicate copies of textbooks required by students.

Altogether, the colleges have more than 4,000 manuscripts but many of these have been deposited in the Bodleian.[83]

Somerville College Library started in 1879 when the College was a hall for women students. The object of the Library was not so much to acquire manuscript collections but to satisfy the immediate needs of undergraduate studies. However, a large portion of the Library collection has been acquired by gift, a situation common to all the college libraries. Access to the colection is through the author card catalog and by browsing the open shelves; there is no subject approach available. The librarian has a very close working relationship with the students and the emphasis is on individualized service.

St. John's College and its Library was founded in 1555. By 1583 a special room was provided for the library, however, the books were chained until about 1744. In 1598 a new library was built on a scale that surpassed all other Oxford colleges; it was probably the first college to substitute stall for lectern desks. This building and its fittings are still in everyday use; an example of a chained book remains. The strength of St. John's lies particularly in its holdings of books on medicine and the natural sciences.[84] As is the case in the other college libraries, the collection can be accessed only through an author catalog; the librarian also works with students on an individual basis.

All Souls College, founded in 1438, has a unique reputation as a scholarly college without undergraduates and the very remarkable Codrington Library which specializes in history and law. It also has notable older English, French, Italian, and Spanish literary works and English plays of the seventeenth and eighteenth centuries. The Codrington Library possesses a fairly large collection of English newspapers published in the first half

of the eighteenth century, mainly printed in London, as well as many early printed books. The library is particularly rich in fine bindings and has large manuscript and archival collections. A number of manuscript catalogs have been compiled over the years, however, the access to the printed book collection is through an author card catalog.[85]

3. Oxford Library Readers

The University of Oxford is in a class by itself, except of course for Cambridge. Here the student has a close working relationship with a single tutor and the librarian has little role to play as a teacher. The role is actually of a custodial nature. The library emphasis is on the book collection, not on service or instruction. The Handbook to the University of Oxford states that "every student will naturally pick up in the first few days of his work the necessary information about the libraries which concern him most directly, such, for instance, as the library of his college or that of his laboratory."[86] It is assumed that the student has the ability to work independently and organize his own studies. Only one of the Oxford libraries visited had ever attempted any type of formalized instruction. However, they do provide printed handouts and, in most cases, the librarians help students on an individual basis when the need is apparent.

Concluding Statement

It appears that ways in which English academic libraries differ from those in America result in an increased need for user instruction. First, they generally don't have a large reference or public information services staff. Secondly, they don't have subject access to the collections to the extent to which is found in America. Also, many libraries use very individualized classification schemes.

User education programs are seen by most librarians in Britain (except those at the prestige universities) to be an essential component of a library's overall operation and much effort has been put into the establishment or consolidation of programs. The expressed or implied aim of the user education programs at all institutions, in Britain and the United States, is to enable the student to achieve maximum utilization of library resources and services.

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